







Skills for Life programmes KS2 PSHE Association Mapping Summary

This document maps the *Skills for Life* programmes against the PSHE Association Programme of Study for PSHE Education including the Department for Education’s statutory Relationships, Sex and Health Education guidance.




CORE THEME 1: HEALTH AND WELLBEING

Healthy lifestyles (physical wellbeing)	
Mental health	✓
Ourselves, growing and changing	
Keeping safe	
Drugs, alcohol and tobacco	✗

CORE THEME 2: RELATIONSHIPS

Families and close positive relationships	
Friendships	✓
Managing hurtful behaviour and bullying	✓
Safe relationships	
Respecting self and others	

CORE THEME 3: LIVING IN THE WIDER WORLD

Shared responsibilities	
Communities	
Economic wellbeing: Money	✗
Economic wellbeing: Aspirations, work and career	

Key:



Programmes cover this



Programmes support this



Programmes do not cover this



CORE THEME 1: HEALTH AND WELLBEING

KS1 Learning opportunities in Health and Wellbeing

Pupils learn...

HEALTHY LIFESTYLES (PHYSICAL WELLBEING)	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
H1. how to make informed decisions about health*			Programmes support in this area
H2. about the elements of a balanced, healthy lifestyle*			
H3. about choices that support a healthy lifestyle, and recognise what might influence these*			
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle*			
H5. about what good physical health means; how to recognise early signs of physical illness*			
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.*			
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle*			
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn*			
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it*			
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed*			
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)*			
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer*			

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online*			
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health*			Programmes support in this area

MENTAL HEALTH	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health*			The aims of the programmes are to support the positive mental wellbeing of children. Every session involves activities about daily situations that affect our mental wellbeing
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing*	Module 1, Session 3 – How to feel better Children explore strategies to make them feel better when they are having a difficult feeling	Module 2, Session 1 – Helping each other and Coping Skills Pupils explore strategies to help them feel better in difficult situations	Throughout the programmes, coping skills for difficult feelings and situations to promote self-care are taught, discussed and practiced. Examples such as, exercise, time outdoors, hobbies, spending time with friends and families and relaxation are encouraged. PP Module 5, Session 5 – Celebration! Pupils put together coping kits to help them cope in difficult situations

<p>H17. to recognise that feelings can change over time and range in intensity*</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p>	<p>Module 1, Session 2 – Our feelings Children discuss different feelings they’ve had at different times and what the characters in the story are feeling</p>	<p>Module 1, Session 2 – A Dinner with Dragons Pupils discuss how they feel in certain situations and how to express their feelings</p> <p>Module 1, Session 3 – The Dragon’s Nest Pupils learn to recognise feelings in others and that a person can feel more than 1 emotion at the same time</p> <p>Module 4, Session 1 – Unfairness in daily life Pupils identify how they felt in unfair and unjust situations</p>	
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<p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;*</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations*</p>	<p>Module 1, Session 1 – Complete the story: ‘Waking up’ Children practise identifying other people’s feelings and generate solutions to help them</p> <p>Module 1, Session 2 – Our feelings Children discuss how different feelings can be expressed in different ways and explore ways to feel better when they have difficult feelings.</p> <p>Module 1, Session 3 – How to feel better Children explore strategies to help them feel better when they have a difficult feeling and what others can do to help them feel better</p> <p>Module 2, Session 2 – Saying what you want to say Children learn 5 rules for expressing themselves in different situations when they may be experience difficult feelings</p>	<p>Module 1, Session 2 – Understanding and expressing our emotions Pupils practise identifying and naming their feelings</p> <p>Module 2, Session 1 – Helping each other and Coping Skills Pupils learn that coping strategies can help them to feel better in difficult situations</p> <p>Module 3, Session 1 – Dealing with Frustration Pupils identify coping strategies for dealing with feelings of frustration</p> <p>Module 3, Session 2 – Dealing with stress Pupils learn to recognise feelings of stress in their bodies and identify coping strategies for dealing with it</p> <p>Module 4, Session 1 – Unfairness in daily life Pupils explore strategies for coping in unfair and unjust situations</p>	<p>PP Module 5, Session 5 – Celebration! Pupils put together coping kits to help them cope in difficult situations</p>
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Module 2, Session 3 – Speaking in difficult situations
Children role-play saying what they want to say in difficult situations, watch clips and discuss what they would say in the situations shown

Module 2, Session 4 – Complete the story: ‘Weekend Plans’
Children are given the opportunity to practise empathy and developing strategies for coping with difficulties

Module 4, Session 4 – Complete the story: ‘Big boys’ football’
Children practise empathy and develop coping strategies for difficult situations (such as bullying)

Module 6, Session 1 – Dealing with disappointment
Children think of strategies to respond to feeling strong feelings such as disappointment

Module 6, Session 2 – Ways to cope with worries
Children express their worries and practice helping themselves and others to cope with anxiety

<p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others*</p>			<p>AF Module 4, Session Who can help me? Children think about when they might need help and who to ask for help</p> <p>PP Module 2, Session 1 – Helping each other and Coping Skills Pupils learn how to offer, ask for and accept help</p>
<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult*</p>	<p>Module 1, Session 2 – Our feelings Children learn the importance of finding ways to feel better when they have difficult feelings, such as talking to a trusted adult</p> <p>Module 4, Session 1 – Who can help me Children think about situations where they might need to ask for help and who they can ask</p> <p>Module 6, Session 2 – Ways to cope with worries Children learn that feeling worried is normal and think of ways to help themselves and others to cope with anxiety</p>	<p>Module 2, Session 1 – Helping each other and Coping skills Pupils learn that outside help can come from a trusted adult who is not involved in a situation</p> <p>Module 3, Session 2 – Dealing with stress Pupils discuss coping strategies for dealing with stress including talking about it with an adult</p>	

<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>Module 5, Session 1/1a – Change is part of life/Life changes Children think about changes in their lives, how they felt when the change happened and how they coped with it</p> <p>Module 5, Session 2 – Different types of change Children think about things they can and can't change and how to reframe the situation and make themselves and others feel better</p> <p>Module 5, Session 3 – Coping with loss Children talk about how they have felt about a loss and explore ways to help themselves and others feel better following a loss</p>	<p>Module 1, Session 2 – A Dinner with Dragons Pupils learn that in some situations (such as moving home) it is normal for different people to have different feelings and sometimes they can experience different feelings at the same time</p> <p>Module 5, Session 1 – Coping with change Pupils explore how people feel when they experience change and identify coping strategies for dealing with change</p> <p>Module 5, Session 2 – Coping with loss Pupils discuss what grief is and the different emotions people feel when they lose someone</p> <p>Module 5, Session 3 – Helping others in difficult situations Pupils explore strategies to help a friend dealing with grief or a loss feel better</p>	<p>PP Module 5, Session 4 – The Coping Kit Pupils explore strategies for dealing with changes such as parents separating or having a new sibling</p>
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<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools*</p>	<p>Module 4, Session 2 – Solving Problems Children learn how to solve problems in all parts of their lives with 4 clear steps</p> <p>Module 5, Session 2 – Different types of change Children think of strategies for dealing with changes and emotions related to changes</p> <p>Module 5, Session 4 – Complete the story: ‘Tommy’s Holiday’ Children generate coping strategies for dealing with difficult changes (such as a family break-up)</p> <p>Module 6, Session 2 – Ways to cope with worries Children explore strategies to help themselves and others cope with worries about changes (such as moving into a new class)</p>	<p>Module 2, Session 2 – Helping each other and Coping Skills Children learn about coping strategies and how to evaluate their effectiveness</p> <p>Module 2, Session 3 – Challenges in Friendship Pupils identify coping strategies for dealing with difficult situations such as feeling rejected, abandoned or disappointed</p> <p>Module 3, Session 1 – Dealing with frustration Pupils identify coping strategies for dealing with feelings of frustration</p> <p>Module 3, Session 2 – Dealing with stress Pupils identify coping strategies for dealing with feelings of stress</p> <p>Module 3, Session 3 – Dealing with conflict Pupils identify problem-solving and coping strategies for dealing with conflict</p> <p>Module 4, Session 1 – Unfairness in daily life Pupils explore strategies for coping in situations which they think are unjust or unfair</p>	<p>PP Module 5, Session 4 – The Coping Kit Pupils explore strategies for dealing with change, rejection and difficult situations</p>
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		<p>Module 5, Session 1 – Coping with change Pupils explore coping strategies for dealing with change</p> <p>Module 5, Session 3 – Helping others in difficult situations Pupils explore strategies to help a friend feel better in a difficult situation</p>	
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OURSELVES, GROWING AND CHANGING	Where is this covered in Apple’s Friends?	Where is this covered in Passport?	Programmes support this area
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)		Module 1, Session 1 – Valuing our similarities and differences Children share their similarities and differences	
H26. that for some people gender identity does not correspond with their biological sex			
H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	Module 3, Session 1 – What makes a good friend? Children think about what makes them a good friend to others	Module 1, Session 1 – Valuing our similarities and differences Children think about what makes them unique	
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	Module 3, Session 2 – Coping with loneliness and rejection Children think of coping strategies to deal with loneliness and rejection	Module 2, Session 3 – Challenges in friendship Children explore their reaction to rejection, abandonment and disappointment and identify coping strategies for dealing with these situations	PP Module 5, Session 4 – The Coping Kit Pupils explore strategies for dealing with rejection and difficult situations
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction*			
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)*			

<p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene*</p>			
<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p>			
<p>H34. about where to get more information, help and advice about growing and changing, especially about puberty*</p>			<p>AF Module 4, Session 1 – Who can help me? Children think about different situations where they might need to ask for help and who they can ask</p>
<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p>	<p>Module 5, Session 1/1a Change is a part of life/Life changes Children think about changes that have happened in their own lives such as having a new brother or sister</p>	<p>Module 5, Session 1 – Coping with change Pupils think about important changes they've experienced such as a baby brother or sister being born</p>	
<p>H36. strategies to manage transitions between classes and key stages</p>		<p>Module 5, Session 1 – Coping with change Pupils explore coping strategies for dealing with changes such as changing schools, going from primary to secondary school or changing teacher</p> <p>Module 3, Session 2 – Dealing with stress Pupils identify coping strategies for dealing with feelings of stress</p>	

KEEPING SAFE	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming*</p>			
<p>H38. how to predict, assess and manage risk in different situations</p>			
<p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p>			
<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)*</p>			
<p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>			
<p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact*</p>			<p>AF Module 4, Session 3 – Contract against bullying Children discuss cyberbullying, think about how to help someone who is being bullied and review the bullying rules including: ‘If we are bullied we can ask for help from someone we trust’</p> <p>PP Module 4, Session 2 – Dealing with bullying Pupils discuss cyberbullying and how to ask for help</p>
<p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p>			
<p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say*</p>	<p>Module 2, Session 2 – Saying what you want to say Children learn what to say in different situations and that if they are in danger it is fine to shout for help</p>		
<p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk*</p>			

DRUGS, ALCOHOL AND TOBACCO	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break*			
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others*			
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);*			
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping			
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns			

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships

Pupils learn...

FAMILIES AND CLOSE POSITIVE RELATIONSHIPS	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)*	Module 3, Session 1 – What makes a good friend Children discuss what makes a good friend	Module 2, Session 2 – Friendship Pupils discuss what friendship is	Different types of families and relationships are part of the stories in Apple's Friends and Passport
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different*			
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong*			
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others*			

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart*			Different types of families and relationships are part of the stories in Apple's Friends and Passport
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another*			
R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability*			
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty*			
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice*	Module 4, Session 1 – Who can help me? Children think of situations where they might need to ask other people for help and who they can ask		Throughout both programmes pupils practice finding ways to ask for help

FRIENDSHIPS	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing*	Module 3, Session 4 – Complete the story: 'New neighbours' Children explore strategies for making friends in complex situations	Module 2, Session 2 – Friendship Pupils explore strategies for making and keeping friends	
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships*	Module 3, Session 1 – What makes a good friend? Children think about the qualities of a good friend and what makes them a good friend to others	Module 2, Session 2 – Friendship Pupils discuss what they like about their friends and ways to make and keep friends Module 5, Session 3 – Helping others in difficult situations Pupils explore strategies to help a friend feel better in a difficult situation	

<p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p>			<p>AF Module 4, Session 3 – Our contract on bullying Children learn about the concept of cyberbullying and sharing information/images online.</p> <p>PP Module 4, Session 2 – Dealing with bullying Pupils discuss examples of cyberbullying.</p>
<p>R13. the importance of seeking support if feeling lonely or excluded*</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them*</p>	<p>Module 3, Session 2 – Coping with loneliness and rejection Children think of healthy solutions to feeling lonely and excluded (which should include seeking support)</p>	<p>Module 2, Session 3 – Challenges in friendship Pupils identify coping strategies to deal with friendship challenges such as feeling rejected abandoned or disappointed</p>	<p>PP Module 5, Session 4 – The Coping Kit Pupils explore strategies for dealing with rejection</p>
<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>	<p>Module 3, Session 1 – What makes a good friend? Children discuss the qualities of a good friend</p> <p>Module 3, Session 3 – Problems between friends Children discuss friendship issues and think of healthy ways to resolve the situations</p> <p>Module 4, Session 3 – Our Contract on bullying Children explore the rules for bullying which include asking for help from someone they trust</p>	<p>Module 2, Session 3 – Challenges in friendship Pupils identify coping strategies to deal with friendship challenges such as feeling rejected abandoned or disappointed</p> <p>Module 3, Session 3 – Dealing with conflict Pupils practise different coping strategies to resolve disputes and reconcile differences safely</p> <p>Module 4, Session 2 – Dealing with bullying Pupils discuss what to do if they are being bullied (including cyberbullying) and how to ask for help</p>	<p>PP Module 5, Session 4 – The Coping Kit Pupils explore strategies for dealing with rejection and conflicts between friends</p>
<p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends*</p>			

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely			
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary*			

MANAGING HURTFUL BEHAVIOUR AND BULLYING	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour*	Module 4: Session 3 – Our contract on bullying Children discuss what bullying is, the different types of bullying and how it makes people feel	Module 4, Session 2 – Dealing with bullying Pupils discuss how bullying (both offline and online) affects people	
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support*	Module 4: Session 3 – Our contract on bullying Children think about how they can help someone who is being bullied and create a contract on bullying Module 4, Session 4 – Complete the story: 'Big boys' football' Children consider how a character felt when he was being bullied and how he can get help	Module 4, Session 2 – Dealing with bullying Pupils discuss what they can do about bullying they've experienced or witness, offline and online and how to report their concerns and get support	

<p>R21. about discrimination: what it means and how to challenge it</p>		<p>Module 4, Session 3 – Unfairness and injustice in the world Pupils discuss situations which they find unjust and affect many people</p>	<p>AF Module 3, Session 2 – Coping with loneliness and rejection Children take part in an activity where they are excluded from a circle and must ask their classmates to admit them. Afterwards they discuss how this made them feel</p> <p>PP Module 2, Session 3 – Challenges in friendship Children examine their reactions to rejection, abandonment and disappointment and identify coping strategies for dealing with these situations</p>
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SAFE RELATIONSHIPS	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);*</p>			<p>Apple's Friends: Module 4: Session 3 – Our contract on bullying Children discuss what bullying is, the different types of bullying (including cyberbullying) and how to ask for help</p> <p>PP Module 4, Session 2 – Dealing with bullying Pupils explore bullying and cyberbullying how to ask for help</p>

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns*			
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know*			
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact*			
R26. about seeking and giving permission (consent) in different situations*			
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret*			
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this*			
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)*			<p>AF Module 4, Session 3 – Our contract on bullying Children discuss what bullying is, the different types of bullying (including cyberbullying) and how to ask for help</p> <p>PP Module 4, Session 2 – Dealing with bullying Pupils explore bullying and cyberbullying how to ask for help</p>

RESPECTING SELF AND OTHERS	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online*</p>			<p>AF Module 4, Session 3 – Our contract on bullying Children discuss what bullying is, the different types of bullying (including cyberbullying) and how to ask for help</p> <p>PP Module 4, Session 2 – Dealing with bullying Pupils explore bullying and cyberbullying how to ask for help</p>
<p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships*</p>	<p>Throughout AF children follow Our Agreement created in Session 1. This is a list of rules that the children create for Apple's Friends sessions. Throughout the programme children are taught the importance of effective communication and respect for others</p>	<p>Throughout PP pupils follow the Ground Rules discussed in Session 0 which are written by the children beginning with Respect each other. Throughout the programme pupils learn how to communicate effectively and how to be respectful of each other</p>	
<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background*</p>		<p>Module 1, Session 1 – Strange Creatures Children think about what makes them unique and share their similarities and differences with each other</p>	

<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own*</p>			<p>AF Module 2, Session 1 – Listening skills Children learn the importance of listening to others and practice being good listeners</p> <p>Both programmes encourage pupils to share their own experiences of different lifestyles and beliefs. The rules encourage pupils to listen to others respectfully</p>
<p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with*</p>		<p>Module 4, Session 3 – It’s an unfair world Pupils discuss topical issues (such as the environment and famine) and look at strategies to deal with their emotions in these situations. They write a letter to an elected official sharing their opinions and suggesting strategies that could be used to improve the situation</p>	

CORE THEME 3: LIVING IN THE WIDER WORLD

KS2 Learning opportunities in Living in the Wider World

Pupils learn...

SHARED RESPONSIBILITIES	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>			<p>Throughout AF children follow Our Agreement created in Session 1. This is a list of rules that the children create for Apple's Friends sessions. Throughout the programme children are taught the importance of effective communication and respect for others</p> <p>Children use the Apple's Friends Golden Rules throughout the programme to choose solutions that improve the situation or make them feel better and don't hurt themselves or anyone else</p> <p>Throughout PP pupils follow the Ground Rules discussed in Session 0 which are written by the children beginning with Respect each other. Throughout the programme pupils learn how to communicate effectively and how to be respectful of each other</p> <p>Children use the Passport Golden Rules throughout the programme to choose solutions that improve the situation or make them feel better and don't hurt themselves or anyone else</p>

<p>L2. to recognise there are human rights, that are there to protect everyone</p>			
<p>L3. about the relationship between rights and responsibilities</p>			
<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p>Module 3, Session 3 – Problems between friends Pupils think of ways to solve problems between friends</p>	<p>Module 4, Session 3 – Unfairness and injustice in the world Pupils identify their emotions about injustice in the world and write a letter to help improve a situation they think is unjust.</p> <p>Module 5, Session 3 – Helping others in difficult situations Pupils think of ways they can help a friend in a difficult situation</p>	<p>Both programmes support the development of empathy and encourage helping others</p> <p>PP Module 5, Session 4 – The Coping Kit Pupils explore strategies for coping with injustices in the world</p>
<p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>			<p>PP Module 4, Session 3 – Unfairness and injustice in the world Pupils identify situations they feel are unjust such as failure to protect the environment</p> <p>PP Module 5, Session 4 – The Coping Kit Pupils explore strategies for dealing with injustices in the world</p>

COMMUNITIES	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
<p>L6. about the different groups that make up their community; what living in a community means*</p>			<p>PP Module 1, Session 1 – Strange Creatures In the story, children are introduced to the idea that different creatures live happily in a village together. They explore their similarities with other children and learn that their differences are a source of strength</p>
<p>L7. to value the different contributions that people and groups make to the community*</p>			
<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities*</p>			
<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes*</p>			
<p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>			<p>AF Module 4: Session 3 – Our contract on bullying Children discuss what bullying is, the different types of bullying and how it makes people feel and what they should do if they are being bullied or witness bullying</p> <p>PP Module 4, Session 2 – Dealing with bullying Pupils discuss how bullying (both offline and online) affects people and what they can do if they are being bullied or witness bullying</p>

MEDIA LITERACY & DIGITAL RESILIENCE	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
L11. recognise ways in which the internet and social media can be used both positively and negatively*			<p>AF Module 4, Session 3 – Our contract on bullying Children learn the concept of cyberbullying</p> <p>PP Module 4, Session 2 – Dealing with bullying Pupils discuss examples of cyberbullying and how it can hurt someone</p>
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results*			
L13. about some of the different ways information and data is shared and used online, including for commercial purposes*			
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information*			
L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images*			<p>PP Module 4, Session 2 – Dealing with bullying Pupils discuss that cyberbullying can include images being shared without permission</p>
L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation*			

ECONOMIC WELLBEING: MONEY	Where is this covered in Apple's Friends?	Where is this covered in Passport?	Programmes support this area
L17. about the different ways to pay for things and the choices people have about this			
L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'			
L19. that people's spending decisions can affect others and the environment (e.g.fair trade, buying single-use plastics, or giving to charity)			

L20. to recognise that people make spending decisions based on priorities, needs and wants			
L21. different ways to keep track of money			
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe			
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations*			
L24. to identify the ways that money can impact on people’s feelings and emotions			

ECONOMIC WELLBEING: ASPIRATIONS, WORK AND CAREER	Where is this covered in Apple’s Friends?	Where is this covered in Passport?	Programmes support this area
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes			AF Module 3, Session 1 – What makes a good friend? Children think about what makes them a good friend to others PP Module 1, Session 1 – Valuing our differences and similarities Pupils think about the things that make them special and different from others
L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life			
L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them			
L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)			
L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid			

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation			
L31. to identify the kind of job that they might like to do when they are older			
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)			